

College of Staten Island
Spring 2015

Teachers on Sabbatical

EDD 690: Applying Assessment Data to Promote Student Learning in the K-12 Classroom

Instructor:

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917 691-9385

Group 1 9:05 am - 12:05 pm Room 2S 120

Group 2 1:25 pm - 4:25 pm Room 2S 120

Resources:

Fisher, D., & Frey, N. (2014). *Checking for understanding: Formative assessment techniques for your classroom*. (2nd ed.). Alexandria, VA: ASCD.

Course Outcomes:

The course will support teachers in:

- Understanding, designing, and using well-designed formative and summative assessments to promote student learning and academic achievement
- Understanding the role of teacher assessment/evaluation and its impact on student learning
- Unpacking and implementing the assessment components of the "Framework for Teaching"
- Exploring the link between good assessments and good instruction
- Examining techniques for assessing students who are English language learners (ELL), who have multicultural backgrounds, and who have special needs
- Creating and using rubrics to collect, analyze and address trends in student learning

Course Description:

Using various resources (books, articles, videos, class lectures and discussions), students will gain a deep understanding of all types of classroom assessment and consider the implications and importance of using various data to inform instruction. They will experience creating and using rubrics to analyze trends in order to provide descriptive feedback to promote student learning. Students will have the opportunity to make connections to "Designing Coherent Instruction" and "Engaging Students in Learning" by delving into the assessment components of the Danielson's *Framework for Teaching*.

Requirements:

1. **Class participation and preparedness (20%)** Promptness/participation/preparation for class by arriving on time, completing reading assignments, and participating in class discussions and small group work. *Participants are expected to attend all entire sessions. Participants absent for more than 2 class sessions will be assigned a grade of WU.*
2. **MID-TERM** - Planning for Final Instruction and Assessment Task (20%)
3. **FINAL** - Instruction and Assessment Task (40%)
4. **Final Instruction and Assessment Task Presentation (20%)**